



Yarrells School



HEADTEACHER
RECRUITMENT PACK

About Yarrells

Yarrells Preparatory School (Yarrells) is housed in a Georgian mansion and contemporary classroom buildings encircled by the gardens, fields, courts, pool and woodland of its own estate in the town of Upton, near Poole, Dorset. In these beautiful surroundings, we have the scope to make the most of learning both indoors and outdoors. We are a member of the prestigious Independent Association of Preparatory Schools (IAPS), taking boys and girls between the ages of 2 and 13.

Our aim and intent is to inspire each individual to have the confidence to achieve their full potential within a nurturing, supportive family community, empowering them to achieve success.

Our vision is to be a remarkable school, where everyone in the whole community feels safe and valued as part of the family. All our pupils will develop self-belief, open-mindedness and empathy in an environment of mutual respect. They will be encouraged to become resilient individuals who understand that making mistakes is a learning opportunity; the growth mindset. At the same time a culture of personal responsibility will flourish, allowing everyone to be accountable for their own performance and behaviour. In addition, every individual will discover their talents and interests, identify areas for improvement and feel supported to make progress and overcome challenges in life.

We believe that every child has something valuable to offer and that in our setting, guided by expert staff, we can find and nurture a child's gift and give each child the confidence to tackle life's challenges with spirit and determination.

Professional Conduct

All staff members at Yarrells School are expected to uphold the highest professional standards. The Teachers' Standards introduced from 1 September 2012, that set a clear baseline of expectations for the professional practice and conduct of teachers, apply to all those engaged in the teaching and support of the children that attend the school.

All staff members should work towards encouraging each pupil to have the chance to develop to his/her full potential. Each staff member is expected to put children first and value each one highly, treating every pupil in a respectful and professional manner. Staff should support the school in its intention to celebrate progress and achievement, fostering a love of learning amongst pupils, and to 'praise loudly and blame softly'.

All those employed at Yarrells School should work to provide a positive environment where all children are provided with an extensive and balanced learning opportunity. Staff members should ensure they are inclusive of all pupils and should promote the educational, emotional, physical, social and spiritual development and well-being of the children.

Staff members should set an excellent example within the school community in terms of their attire and the way they present themselves; as well as their general demeanour, punctuality and the manner in which they engage with and speak to one another, pupils and parents.



Job Description

Position: Headteacher

Contract Type: Full Time

Start Date: September 2018

Salary: As per the school's pay scale and commensurate with experience.

Job Description, Role & Responsibilities

The Head is responsible for the overall leadership and management of the school. The Head's vision, inspiration, initiative and management are fundamental in creating a climate which enables every member of the school community to flourish.

The Head is responsible for the formulation of the strategic and school development plans, marketing strategies, significant curriculum or organisational change and recruitment. The Head's good working relationship with the SLT will be essential to the smooth running and development of the school.

The Head will be expected to engage in continuing professional development in order to meet the present and future challenges of the role, and to undertake the process of performance management.

The Head is accountable to the Directors of Yarrells School. The Head will work with the Directors and the Board of Reference to develop and sustain excellence in all areas of the education and pastoral care offered by the school.

Key Managerial and Leadership Responsibilities

The Head is responsible for upholding the ethos and values of the school, ensuring children enjoy their learning in a safe and caring environment.

1. Learning and Teaching

- to encourage learning to be at the core of all activities related to the school
- to determine, implement and monitor appropriate academic, pastoral, moral and spiritual curricula for the school
- to monitor and evaluate the quality of learning and teaching in the school, and to put in place appropriate initiatives and developments
- to ensure that the progress of individual pupils is assessed, recorded, reported and supported
- to ensure that the framework for staff appraisal is conducted in a rigorous manner
- to encourage all staff to engage in continued professional development to benefit their own learning and to support pupils' development

2. People

- to promote the development of an adventurous, supportive and forward looking organisation and to maintain and develop the strong sense of community within the school
- to act as a role model for pupils, appreciating their efforts and supporting their extra-curricular activities such as clubs, plays, concerts and matches
- to inspire, motivate, counsel and, where necessary, to discipline pupils and staff as appropriate
- to appoint staff who will enrich the pupils' experience through inspirational teaching and a commitment to extra-curricular activity
- to ensure that proper standards of professional performance are established and maintained
- to promote, supervise, monitor and review arrangements for the professional development of academic and pastoral staff, including performance management
- to ensure the pastoral care for pupils is of the highest quality through a focus on the well-being of every child
- to ensure the maintenance of good order and conduct at all times when pupils are in the care of the school

3. Policies/Procedures

- in co-operation with the Directors and Board of Reference of Yarrells School, to formulate, develop and review the overall aims and values of the school and to implement and then monitor the effectiveness of policies and procedures intended to achieve these aims and values
- to ensure that there is an agreed strategic plan and an agreed school development plan in place at all times
- to ensure that the school complies with all statutory and regulatory requirements

4. School Development and Promotion

- to promote a clear sense of vision, direction and intended outcomes in leading and managing the process of both strategic and school development planning
- to establish effective structures for the smooth running of the school, ensuring that responsibilities are clear but not exclusive
- to establish, implement and review procedures for the promotion and marketing of the school, encouraging the involvement of the whole staff
- to recruit, select, admit and retain pupils, seeking to maintain and develop the academic standing of the school, and to increase and sustain a strong pupil base
- to develop and sustain good relationships with feeder nurseries and senior schools, and to explore positively further co-operation for mutual benefit

Job Description continued

5. Communications

- to establish and maintain excellent communication throughout the school community, internally and externally
- to build relationships with parents and to ensure excellent communication between the school and the parent body, both individually and collectively
- to maintain and further develop good relationships and communication within and beyond the school community in order to promote an understanding of and support for the aims, values and performance of the school
- to develop appropriate links with the media, local business and other relevant networks to enhance the reputation of the school
- to develop and maintain contacts with other Heads and their schools, professional associations and other appropriate bodies, for the benefit of the school

6. Unique School Ethos

- to promote and uphold the unique qualities of the school such as the emphasis on the dramatic arts, music and outdoor education
- to protect and promote the natural and built environment of the school
- to provide a culture of care, respect and humility amongst fellow students and staff across the school

7. Resources

- to plan, manage, allocate and account for the human, financial and material resources of the school
- to ensure jointly with the Bursar that there are clearly understood procedures for setting and controlling financial budgets and deciding which it is appropriate to delegate
- to make arrangements jointly with the Bursar and SLT to ensure that school property, buildings, grounds and equipment are used properly, safely, efficiently and effectively

8. Health and Safety

- to ensure jointly with the Health and Safety Committee that the School Health and Safety Policy is disseminated and properly administered
- to ensure the School's Safeguarding and Child Protection Policy is communicated and properly administered, including Safer Recruitment and other staff training, and that safeguarding arrangements are subject to constant review and evaluation

9. Accountability

- the Head will report to the Board of Reference termly, regarding key areas of the schools provision and performance
- the Head will work with the Directors and Board of Reference to develop and sustain excellence in all areas of the education offered by the school
- the Head will undergo an appraisal annually
- to meet with the Directors and Bursar termly to agree key financial budgets, targets, spending and income levels

This job description will be reviewed annually and may be subject to amendment at any time, after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of Yarrells School in relation to the post holder's professional responsibilities and duties.

Support of the School's ECO policy

All staff should read, apply and encourage colleagues and children to follow the Yarrells' ECO Code. All staff should work to instil an awareness of energy conservation and recycling as well as involvement and appreciation of the natural environment. Everyone at Yarrells should be committed to avoiding waste and re-using or recycling where possible.



How to Apply

If you would like to apply for this post, please fill in the appropriate application form and send it in to the school along with a letter of application.

You may either email, post or hand deliver your application form.

Post to: Yarrells School, Yarrells House, Upton, Poole, Dorset BH16 5EU

Email to: recruitment@yarrells.co.uk

Closing Date: Midday 31st January 2018

For any queries please speak to:

Mr J Renwick, PA to the Headteacher: 01202 622229 or email recruitment@yarrells.co.uk

Applications will only be accepted from candidates completing the Application Form in full. CV's will not be accepted in substitution for completed Application Forms.

Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.

The successful applicant will be required to complete a disclosure from the Disclosure and Barring Service (DBS) at the appropriate level for the post.

Yarrells will seek references on shortlisted candidates prior to interview and may approach previous employers for information to verify particular experience or qualifications.

If candidates are currently working with children, on either a paid or voluntary basis, their current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether they have been the subject of any child protection allegations or concerns and, if so, the outcome of any enquiry or disciplinary procedure. If they are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither their current nor previous employment has involved working with children, their current employer will still be asked about their suitability to work with children, although the employer may, where appropriate, answer 'not applicable' if their duties have not brought them into contact with children or young persons.

Candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have already been selected, as well as possible referral to the police and/or DCSF Children's Safeguarding Operation Unit.

For candidates invited to interview

Interviews will be conducted in person and the areas explored will include suitability to work with children. Those applying for teaching posts will be observed teaching a lesson. Those applying for Teaching Assistant positions will be expected to spend some time interacting with the children in a classroom situation.



How to Apply continued

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc.) Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

All candidates invited to interview must also bring with them:

- Photographic proof of ID (driving licence or passport)
- Proof of right to work in the UK (passport, or a full UK birth/adoption certificate, together with an official document giving their permanent National Insurance number)
- A utility bill or financial statement showing the candidates current name and address and dated within the last three months
- Where appropriate any documentation evidencing a change of name

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offers to successful candidates

Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications

- A satisfactory DBS check
- Verification of professional status such as GTC registration, QTS Status (where required)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- Verification of medical fitness in accordance with DCFS Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- Satisfactory completion of the probationary period

Warning

Where a candidate is found to be:

- on DfE List 99 or the Protection of Children Act List, or the DBS disclosure shows s/he has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his application; or
- the subject of serious expressions of concern as to his/her suitability to work with children the facts will be reported to the Police and/or the DfE Children's Safeguarding Operation Unit.

Safeguarding

Yarrells School is committed to safeguarding and promoting the welfare of children and young people. We recognise that keeping children and young people safe is paramount. Preventing those who might wish to harm or



Staff Benefits

abuse children from engaging in any area of responsibility at Yarrells, whether paid or voluntary, is a top priority. The whole School community is expected to share this commitment.

We realise that all staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical or emotional harm. Children have the right to be safe and to be treated with respect and dignity. Therefore, trusted adults are expected to take reasonable steps to ensure the safety and well-being of pupils and adopt a child-centred approach considering, at all times, the best interests of the child. Failure to do so may be regarded as professional neglect.

Equal Opportunities

Yarrells School is committed to achieving equality of opportunity for all people who work and study at the School. We respect and value the diversity of our staff and pupils.

We seek to employ a workforce that reflects the diverse community at large, as we value the individual contributions of all people. We will treat all employees with respect and dignity and provide a working environment free from unlawful discrimination, harassment or victimisation.

We will not tolerate any form of behaviour or activity that discriminates on the grounds of gender, marital status, family responsibilities, sexual orientation, colour, race, nationality, religious belief, ethnicity, age, disability and unrelated criminal convictions.

Yarrells has established an Employee Benefits Package for its entire staff. In conjunction with Computershare we are able to offer a childcare voucher scheme, employee assistance programme, health cash plan, legal services and a bike and technology salary sacrifice programme.

Staff at Yarrells are entitled to a 30% discount on their children's fees throughout the school.

Teachers will be automatically enrolled in the Teachers' Pension Scheme and all other staff will be automatically enrolled in the NEST pension scheme.

Meals are normally provided during working hours.



Person Specification

Education, Training and Qualifications	Desirable/Essential
Evidence of Qualified teacher status	E
Evidence of recent and relevant continuing professional development	E
Professional Experience	Desirable/Essential
Headship, deputy headship or assistant headship experience	E
Demonstrate extensive teaching experience within the primary age range	E
Successfully planned, implemented and evaluated whole school improvement projects	D
Demonstrate how to use data to drive improvements in pupil progress	D
Effective involvement with parents, carers and governors	E
Leading Teaching and Learning	Desirable/Essential
Demonstrate a drive to instill an expectation of high standards and good progress in all pupils	E
Review, develop and manage the curriculum for the whole of the primary age range, including early years	D
A track record of enabling teachers to secure consistently good and outstanding quality teaching for all pupils	E
Willing to challenge average and below average performance through monitoring, evaluation and target setting and appraisal	E
Encourage and implement an inclusive, caring and respectful learning environment	E
Create a climate that promotes and values achievement for all	E
Successful staff development	Desirable/Essential
Conversant with the appraisal process and understand the requirements for teachers to achieve career stage expectations	D
Raise expectations through the demand of high standards of performance	E
Plan effectively leading to clear delegation of tasks and devolution of responsibilities	E
Ensure staff training and inset is linked to the School Development Plan and monitor the impact of training in raising standards and the quality of teaching	E
Ensure workloads are manageable and outcomes are achievable	E
Communicate effectively and appropriately to a wide range of stakeholders	E

Person Specification

Managing the Organisation	Desirable/Essential
Establish and sustain appropriate organisational structures and systems	D
Manage the school efficiently and effectively on a day to day basis	E
Focused and determined in leading the school to be good and outstanding in standards, teaching, pupil progress, behaviour, safety, leadership and management	E
Identify strengths and weaknesses in the school and produce an action plan to respond to findings	E
Prioritise issues for school improvement and actively monitor, as well as evaluate, progress against action plan	E
Demonstrate robust financial and resource management skills	D
Demonstrate a commitment to work with the Board to enable them to meet their responsibilities	D
Personal Qualities	Desirable/Essential
Continue to promote Yarrells' strong educational philosophy and values	E
Inspire, challenge, motivate and empower teams and individuals to achieve their goals	D
Be a positive role model at all times, a highly effective and respected representative of Yarrells	E
Be approachable, person-centred	E
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E
Build and maintain quality relationships through interpersonal skills and effective communication	E
Demonstrate personal and professional integrity, including modelling values and vision	E
Inspire trust and confidence across the school and community	E
Manage and resolve conflict	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E
Demonstrate a capacity for sustained hard work with energy and vigour	E
Safeguarding	Desirable/Essential
Displays a commitment to the protection and safeguarding of children and young people	E
Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people	E
Will co-operate and work with the relevant agencies to protect children	E
Committed to establishing and sustaining a safe learning environment	E

Person Specification

Promoting Equality & Diversity

Desirable/Essential

Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the school's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.

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Customer Care

Desirable/Essential

Listen and respond to children and young people's needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children and young people.

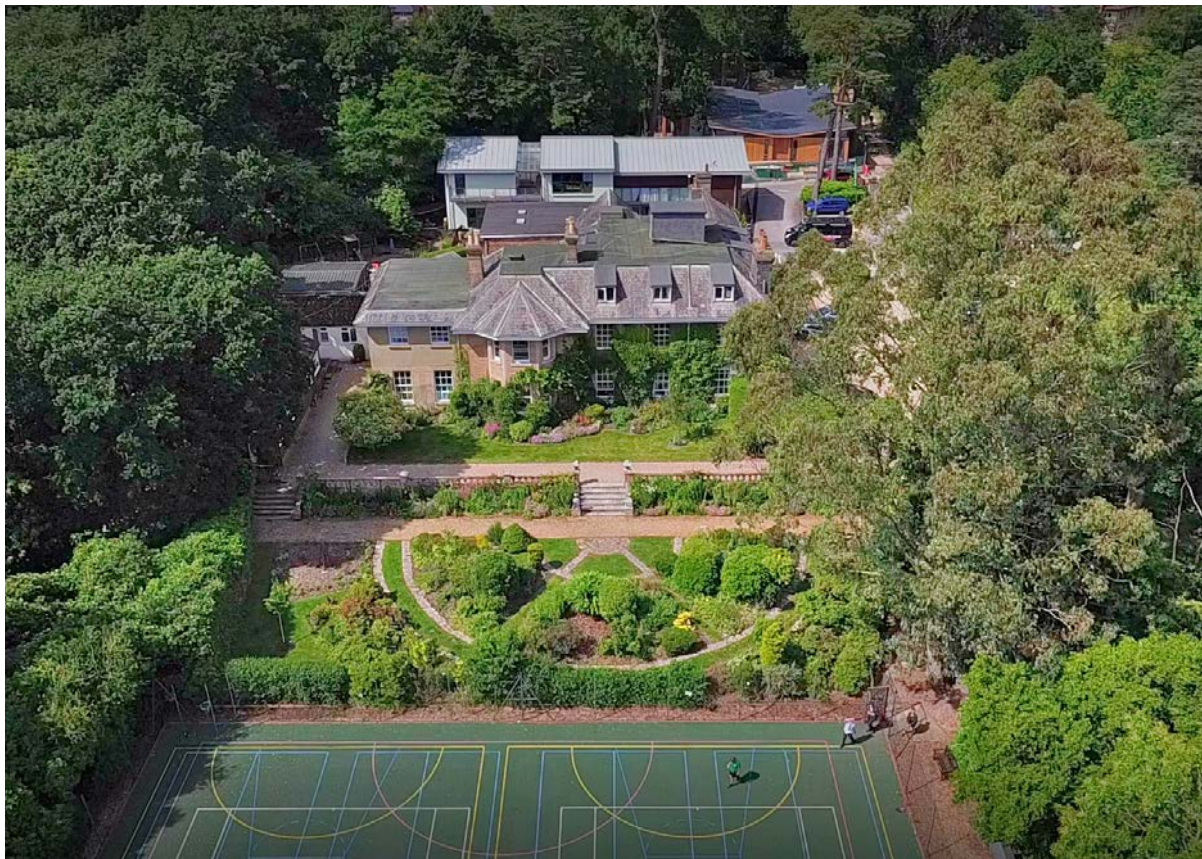
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Developing Self and Others

Desirable/Essential

Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.

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